



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Academic Achievement of Children with Visual Impairment Studying In Exclusive And Integrated Settings

Dr.Anjul Sharma

Principal

DIET,Karkardooma

(Under SCERT,Delhi,India)

Abstract

The present study attempts to investigate academic achievement of children with visual impairment studying in exclusive and integrated settings. The study was conducted on 100 children with visual impairment (50 studying in exclusive and 50 in integrated settings).These children were studying from class VI-XII.The children studying in both the settings were selected randomly. The personal data of the concerned visually impaired children were collected in such a way that it matched with each other on relevant variables. It is found that the academic achievement of visually impaired girls and boys in exclusive setting was significantly different. There was no statistical difference in the academic achievement of girls and boys in integrated setting. There was mild positive relationship between level of aspiration and academic achievement of visually impaired studying in integrated setting. The relationship in level of aspiration and academic achievement of visually impaired girls studying in integrated setting was mild but it was moderate in case of visually impaired boys in integrated setting.

Introduction:

Visually impaired have not been treated as equal partners in the society in the distant past. They were ostracised and rejected, as they were ostracised and rejected. Attempts were made about 150 years back for education of visually impaired. At the time of nineteenth century Dr.R.B.Irwin in the United States made the first attempt at integration of Visual Impaired and Sighted children in the school of Cleveland,Ohio,it was after second world war that 'integration or Integrated education gripped public imagination and come into its own.Now more than half of the children in the United States are educated in ordinary Schools(Bhusan Punani and Nandini Rawal,1993). Special education travelled in India about a hundred years later after the establishment of world's first school of blind by valentine Huay at Paris.The first special school of the blind was set up in India in Amritsar in 1887 by Christian Missionary Annie Sharp (Pandey and Advani,1994).In initial years of independence the educational services for the children with special needs (CWSN) were looked after by Ministry of Social Welfare as in India the services for the disabled were treated as welfare measures.When proper education of children with special need was started,it was started in Special School.Later integrated education system started for

CWSN, however trained teachers, aids and equipments were not available in integrated education system as per their need. Aspiration denotes a persons expected level of performance in a given activity. People continuously direct their behaviour and strive to perform certain type of activities and to attain certain ends. Each frequently seems to reach activation of excellence and sets the “ level of aspiration” for oneself-the standard he/she hopes to attain. The setting of level of aspiration may itself motivate the individual to strive his/her best. Majority of people tends to set the level of aspiration slightly above the previous performance and continues to adjust the level of aspiration as per the successive trials. If they fail they lower it. The greater is the success, stronger is the tendency to raise the level. The level of aspiration may be high with strong motivation towards achievement and high hope of success but it can be lower if people fear that they may fail.

Rationale:

Integrated education system was started for CWSN and visually impaired too, however most of the visually impaired were not benefitted in this general system as teachers were not available. Integrated education system has its own benefits as besides cognitive development, social, moral, language development is better. The hallmark of National Policy of Education, India (1986). Education for all will remain incomplete unless, attention is being paid on better quality education for all children including visually impaired. It is thought that in special schools since trained teachers are available so academic education is better than in integrated education setting. To know the academic achievement of visually impaired in integrated and exclusive setting this study was done. The level of aspiration is one of such significant factors that have the potential to raise the child above all the external barriers. Therefore the level of aspiration and its relationship with academic achievement need to be studied.

Objectives of the study:

1. To compare the academic achievement of visually impaired children studying in exclusive and integrated settings matched on age, sex, level of education and I.Q

Sub objectives; to compare academic achievement of

- i) Visually impaired girls studying in exclusive and integrated settings
 - ii) Visually impaired boys studying in exclusive and integrated settings
 - iii) Visually impaired girls and boys studying in exclusive setting
 - iv) Visually impaired girls and boys studying in integrated setting
 - v) Visually impaired girls vs. boys irrespective of settings
2. To study the relationship between level of aspiration and academic achievement of visually impaired studying in exclusive setting.
 3. To study the relationship between level of aspiration and academic achievement of visually impaired girls and boys studying in exclusive setting.
 4. To study the relationship between level of aspiration and academic achievement of visually impaired studying in integrated setting.
 5. To study the relationship between level of aspiration and academic achievement of visually impaired girls and boys studying in integrated setting.
 6. To compare the difference between relationship of level of aspiration and academic achievement of visually impaired studying in exclusive and integrated setting.

Hypothesis:

To achieve the aforesaid objectives of the present study the following null hypothesis were formulated

1. There is no significant difference in academic achievement of visually impaired children studying in exclusive and integrated settings.

Sub Hypothesis:

- i) There is no significant difference in academic achievement of visually impaired girls studying in exclusive and integrated setting
 - ii) There is no significant difference in academic achievement of visually impaired boys studying in two different settings
 - iii) There is no significant difference in academic achievement of visually impaired boys and girls studying in exclusive setting
 - iv) There is no significant difference in academic achievement of visually impaired girls studying in two integrated setting
 - v) There is no significant difference in academic achievement of visually impaired girls and boys irrespective of settings
2. There is no significant relationship in level of aspiration and academic achievement of visually impaired studying in exclusive setting.
 3. There is no significant relationship in level of aspiration and academic achievement of visually impaired girls and boys studying in exclusive setting.
 4. There is no significant relationship in level of aspiration and academic achievement of visually impaired studying in exclusive setting.
 5. There is no significant relationship in level of aspiration and academic achievement of visually impaired girls and boys studying in integrated setting.
 6. There is no significant difference in relationship between level of aspiration and academic achievement of visually impaired studying in exclusive and integrated settings.

Subject Profile:

Sample of the study consists of 100 visually impaired of which 50 studying in exclusive and 50 study in integrated setting. The children are from class VI to XII enrolled in exclusive and integrated schools in National Capital Territory of Delhi, India.

Matching:

The subjects of both the settings are matched for age, sex, level of education and verbal I.Q. These variables are considered relevant since one or more of these could influence the academic achievement of the subjects to match the subjects on verbal I.Q, different categories of I.Q viz. very superior, average etc have been adopted since the matching of subjects on individual score was not possible.

Sampling Technique:

The visually impaired children studying in exclusive and integrated setting are selected randomly. The pattern random sampling technique was adopted which guarantee a uniform expectation and chance of being chosen. For academic achievement marks of final exam of previous class of subjects were taken.

Procedure:

Analysis

The data collected was analysis using t-test. The mean score of visually impaired children were compared on

Table 1: Mean scores of Academic Achievement in Exclusive and Integrated Setting

Educational Setting	N	Mean	SD	Skewness	Kutosis
Exclusive	50	64.63	14.16	-0.20	2.67
Integrated	50	65.98	13.22	0.31	2.19

Table 1 shows the descriptive statistics of academic achievement of visually impaired in different settings. Mean value in integrated setting is slightly higher than the exclusive setting i.e., 65.98 and 64.63 respectively. Thus academic achievement in integrated setting is better than in exclusive setting.

Table 2: Mean scores of Academic Achievement of girls in Different Settings (Exclusive and Integrated)

Educational Setting	N	Mean	SD	Skewness	Kutosis
Exclusive	25	70.40	12.56	-1.26	2.116
Integrated	25	66.64	14.30	0.37	2.10

The perusal of data in table 2 points towards that visually impaired girls studying in exclusive setting are academically brighter than those studying in integrated setting as shown by the mean value i.e., 70.40 and 66.64 in exclusive and integrated setting respectively. The table shows the different settings, the academic achievement in different settings, the skewness is negative in case of visually impaired girls studying in integrated setting than exclusive setting, distribution is positively skewed, as the values were -1.26 and 0.370 respectively. Distribution are skewed positively or the right when scores are massed at the low (or left) end of the scale and are spread gradually towards the high or right end.

Kurtosis value in case of academic achievement in visually impaired girls in exclusive and integrated setting was more than the normal values i.e. 0.263 thus the graph plotted is platykurtic (below peaked i.e below normal)

Table 3: Mean scores of Academic Achievement of boys in Different Settings (Exclusive and Integrated)

Educational Setting	N	Mean	SD	Skewness	Kutosis
Exclusive	50	58.88	13.51	-0.314	2.41
Integrated	50	64.96	11.70	-0.148	2.18

The above table shows that mean scores of academic achievement of visually impaired boys in exclusive and integrated setting are 58.88 and 64.96 respectively. Visually impaired boys in integrated setting are slightly academically brighter than those studying in exclusive setting.

The skewness values are -0.314 and -0.148 in exclusive and integrated setting respectively which is suggestive of the fact that distribution is negatively skewed. The distribution is slightly negative, as value of skewness is less than normal value.

Similarly the value of kurtosis refers to peak and flatness indicates frequency distribution as compared to normal. The graph is platykurtic as the kurtosis values in both the settings more than the normal value of 0.263

Table 4: Mean scores of Academic Achievement of girls and boys in Exclusive Setting

Educational Setting	N	Mean	SD	t-value
Exclusive	25	70.40	12.56	3.12
Integrated	25	58.80	13.51	

Table depicts the difference in academic achievement of visually impaired girls and boys in exclusive setting was significant at 0.01 level of significance

Table 5: Mean scores of Academic Achievement of girls and boys in integrated Settings

Educational Setting	N	Mean	SD	t-value
Exclusive	25	66.64	14.30	0.45
Integrated	25	64.96	11.71	

Table shows that the difference in academic achievement of visually impaired girls and boys in integrated setting is not significantly different.

Table 6: Relationship between level of Aspiration and Academic Achievement of Visually Impaired in Exclusive Setting

S. No	Variables	N	Mean	SD	r-Value
1	Level of Aspiration	50	104.0	28.20	0.15
2	Academic Achievement	50	64.63	14.16	

Irrespective of sex also the relationship between these two variables under study is positive although the relationship is not very much prominent.

Table 7: Relationship between level of Aspiration and Academic Achievement of Visually Impaired girls studying in exclusive Setting

S. No	Variables	N	Mean	SD	r-Value
1	Level of Aspiration	25	99.16	24.03	0.046
2	Academic Achievement	25	70.40	12.56	

The above table depicts the relationship between level of aspiration and academic achievement is mildly positive as the ratio is 0.46. Though the r-value is positive however low, means that further confirmation on a large sample using variety of tools of level of aspiration and structured test of academic achievement. The positive relationship indicated that brighter the subjects are academically higher will be the aspiration. Although as mentioned earlier this needs further verification however it is true that will have wider educational implications.

Table 8 : Relationship between level of Aspiration and Academic Achievement of Visually Impaired girls studying in Integrated Setting (all in exclusive setting)

S. No	Variables	N	Mean	SD	r-Value
1	Level of Aspiration	25	123.52	30.44	0.26
2	Academic Achievement	25	66.64	14.30	

The above table suggests that correlation between the level of aspiration and academic achievement of visually impaired girls in integrated setting is positive and the relationship is mild.

Table 9 : Relationship between level of Aspiration and Academic Achievement of Visually Impaired boys studying in Exclusive Setting

S. No	Variables	N	Mean	SD	r-Value
1	Level of Aspiration	25	108.90	31.68	0.39
2	Academic Achievement	25	58.88	13.51	

It may be inferred that from the above table that correlation value between level of aspiration and academic achievement of visually impaired boys in exclusive setting is positive. This value is low and insignificant. The value shows that academic achievement helps them to become higher aspirant. This is important findings having significant educational significance.

Table 10 : Relationship between level of Aspiration and Academic Achievement of Visually Impaired boys studying in Integrated Setting (VH in integrated)

S. No	Variables	N	Mean	SD	r-Value
1	Level of Aspiration	25	123.50	30.44	0.45
2	Academic Achievement	25	66.60	65.30	

The correlation coefficient between level of aspiration and academic achievement of boys in integrated setting is 0.45 indicating that there is moderate positive correlation between them.

Table 11 : Analysis of level of Aspiration and Academic Achievement of Visually Impaired

S. No	Variables	N	Mean	SD	Skewness	Kurtosis
1	Level of Aspiration	100	110.15	30.25	-0.056	0.729
2	Academic Achievement	100	65.32	13.50	-0.055	0.415

Table given above shows the mean values of level of aspiration of visually impaired 110.15. There is fairly high level of aspiration in visually impaired subjects. Academically also visually impaired are brighter. The skewness shows that there is slightly negative and positive deviation. The distribution is also platykurtic as the value in both the cases are below normal.

Table 12 : Comparison of level of Aspiration and Academic Achievement of Visually Impaired

S. No	Variables	N	Mean	SD	r-Value
1	Level of Aspiration	100	110.15	30.25	0.039
2	Academic Achievement	100	65.32	13.50	

The above table depicts the r-value between level of aspiration and academic achievement of visually impaired irrespective of setting is positive, however the value is negligible (0.039).

Findings

1. The academic achievement of visually impaired was not significantly different in exclusive and integrated setting
2. The academic achievement of visually impaired girls and boys in exclusive setting was significantly different.
3. There was no statistical difference in the academic achievement of girls and boys in integrated setting.

4. The relationship in level of aspiration and academic achievement of visually impaired studying in exclusive setting was mildly positive
5. There was mild positive relationship between level of aspiration and academic achievement of visually impaired studying in integrated setting.
6. The relationship in level of aspiration and academic achievement of visually impaired girls studying in integrated setting was mild but it was moderate in case of visually impaired boys in integrated setting.
7. There was no significant difference found in level of aspiration and academic achievement of visually impaired studying in exclusive and integrated setting.
8. There is no significant difference in relationship between level of aspiration and academic achievement of visually impaired studying in exclusive and integrated settings.

In the following paragraph the above findings are discussed in light of other studies Bateman and Weltheral (1967) compared academic achievement of visually impaired and sighted children in public schools. He found that blind children usually retarded from one to three years or more as compared with seeing counterparts of the same age in public schools. Findings of Nolan and Ashcroft (1969), Oseroof and Birch (1971) and Suppess (1974) also observed similarly. They concluded that partially seeing visual impaired were behind their sighted peers in academic achievement when equated on mental age. Telfroy and Sawrey (1978) concluded that when seeing and blind children compared grade by grade in two groups were almost equal except in arithmetic in which the score of the visual impaired were generally lower. De Naronha (1985) concludes that apart from exorbitant cost of residential schools, students in integrated programmes achieve more academically, physically and socially.

In the present investigation mild positive relation was found between level of aspiration and academic achievement of visually impaired children. Pandya and Solanki (1971) are in accordance to the present finding they found that the effect of interaction between intelligence and level of aspiration is quite significant but the sample of the study was normally sighted children. The study concluded by Gaur and Mathur (1974) however showed that there was relationship between the level of occupational aspiration and academic achievement.

In light of forgoing discussion all the hypothesis formulated in the present study are comparable hence may have been accepted and accorded since the study was not carried out at a high level of sampling due to the paucity of time and resources and was undertaken with some of the limitations. Hence it is desirable to replicate the study on a very large sample to arrive at more reliable conclusion. Though statistically significant difference could be seen in all the cases. Similarly stronger correlation was not observed between level of aspiration and academic achievement but mild to moderate positive relationship between the two variables under study is evident which is sufficient to suggest the replication of this study.

Another reason for the bloomy picture that emerge with regards to the study relationship between the level of aspiration and academic achievement as well as difference between two setting in question could be attributed to the aspiration test used in this study as this test is designed for the seeing population it is adopted version has been used with visual impaired subjects. Adaptation always tends to create some confusion if scientific procedure is not followed. Due to the paucity of time and resources constraints the test used was not field-tested after having been adapted hence to arrive at a more scientific conclusion the replication of this study is required.

Implications of the Study:

Blindness has been regarded as a major impediments in ones economic rehabilitation the uncertainty about their future the blind people become frustrated as they grow older the frustration results into passivity and lower level of aspiration. This could be overcome by adequate vocational guidance and counselling because their academic achievement being higher as they grow older their level of aspiration become static or decrease as found in the present study. The potential of the blind students performing well academically is enough to prove that they can do well and if proper counselling is given about their future.

Proper educational programme with adequate modern technology support can go in a long way in improving their educational performance as well as improving their level of aspiration. The available modern technology has proved to be boon in improving their educational performance of visually impaired. Since it makes them independent in reading and writing as well as access information. It is now possible for them with the advent of speech synthesizers and talk of software to operate any computer thus enabling them to use even internet and other similar technologies what is needed is that adequate technological support to make a part and parcel of their educational programme both in exclusive and integrated setting.

Vocational courses as per the need of the visual impaired students keeping in view their visual status will also help them in assessing them about their future which might lead to improving their level of aspiration and once they begin to aspire and more would their success rate and if needed support is made available thus the present study has two major implications first planners and policymakers responsible for designing educational programme for the visually impaired must keep in mind the role of technology in improving educational performance of these students secondly visually impaired students must take earnest efforts to equip themselves with the technique of using modern technologies which will enable them to be independent.

References:

1. Bateman, B.D and Weltherall, J.L. ‘ Some educational characteristics of partially seeing children. *J Education of Blind*. 1967, 17, 33-40
2. De Naronha, Integrate and segregate *Psychological Abstract*, 1985 72, 5: 1948
3. Gaur, J.S and Mathur Purnima: The effect of level of intelligence on the occupational and aspiration of the higher secondary school students in Delhi, *Indian, J of Psychology*, 1974, 49, 2, 139-148
4. Nolan C.Y. and Ashcroft, S.C, “ The visually impaired, *Review of Educational Research*, 1969, 39
5. Pandya and Solanki, “ An experiment try out of the effect of increased level of aspiration on academic achievement, *J of Psychology and educational research*, 1975 (1971)
6. Punani, B and Rawal Nandini, W. Stein and integrated education “ *Blindmens Association, Vastrapur, Ahmadabad, Gujarat, India*, 1994
7. www.ferris.edu
8. Fsu.digital.flvc.org